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A PROPOSAL FOR USING A LITERATURE-BASED FUNCTIONAL CURRICULA
FOR PRIMARY MODERATE COGNITIVELY DELAYED LEARNERS

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education

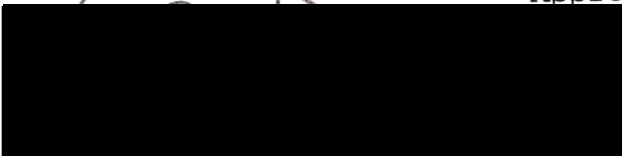
by
Robert Michael Kevin Risley
September 2000

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Approved by:


Jeff McNair, First Reader


Date


Richard Ashcroft, Second Reader

ABSTRACT

Literacy experiences for special education are an important link to teaching and enhancing the functional skills that primary moderate learners must have in order to be vital and contributing members of society. The purpose of using literature-based instruction for this population is to provide opportunities for every student to experience the continuity within subjects that regular education has enjoyed for years. Linking teaching together across subject areas and domains provides meaningful and enjoyable experiences that students will take ownership in and remember. Students will generalize more readily when skills are taught in clusters rather than in isolation (Snell, 1987). This thematic approach working in tandem with literacy experiences provides the opportunity for the many functional domains of community, domestic (self-help), recreation-leisure, prevocational, functional academics and concepts, communication, socialization, and motor skills to be taught as "whole pieces" instead of being fragmented. This project provides pilot lesson plans that can be adapted and used for many learning tasks. These instructional guides will provide a diving board to other literacy experiences and can peek interest in a variety of students' interests across disciplines. Recommendations are made to increase the usage of literature instruction in the training of functional skills. The lessons are presented by domains, and will not only teach functional skills, but also enhance reading

skills.

Waltham
RE COTTON

This project is dedicated to:

my mother and father,
Ted and Helen,
for their love and support,

Charles Funkhouser,
for his patience, help, and understanding,

Jo Ann and Gordon Krietemeier,
for their love and encouragement,

Sharon and Devin Brown,
for their support, love, friendship and help,

and

Jeff McNair,
for his guidance through this whole
process.

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CHAPTER I

INTRODUCTION

The development of appropriate curricula for learners with moderate cognitive delays is of particular concern at the kindergarten through second grade level. Through prior observational studies Englert, Mariage, Garmon, and Tarrant (1998) found four problems with special education programs. They found that the programs often: a) lack in time for instruction b) fail to accelerate progress c) hold students back too long and d) fail to integrate the general and special education curricula. This project will focus in particular on the last problem - the failure to integrate general and special education curricula in a "functional" direction.

A definition of the term "functional" can be obtained from the Individualized Critical Skills Model: Teaching That Works (California State Department of Education, Program, Curriculum, and Training Unit, 1981). This model points out that critical skills are not the same as functional skills. Critical skills are functional, but not all functional skills are critical. The skill of folding clean towels, for example, is a functional adult-validated skill, and many non-handicapped adults perform this task on a regular basis. Folding towels, however, is not a critical skill, unless it has been identified by the student's significant other as being essential and important (ICSM, 1981). The ICSM was developed to put reason behind and meaning into the skills

that were being taught including the likelihood that those skills would transfer to other settings. According to the essential ten characteristics of the ICSM, there are five "functional" domains: domestic domain; vocational domain; recreation-leisure domain; general community domain; and the domain of instruction of "basic skills" of motor, social, cognitive, communication and activity performance.

Hallahan and Kauffman (1988) proposed that instruction should be focused under the rubric of functional academics. In this approach much more emphasis is placed on providing students with skills that will enable them to function independently in a social and work environment. Two very important curricular content areas are self-help skills and vocational skills. These self-help skills include such abilities as toileting, self-feeding, dressing, and grooming. Vocational skills are the abilities that students will need to obtain and keep a job.

Ford, Schnorr, Meyer, Davern, Black, and Dempsey (1989) in their book, The Syracuse Community-Referenced Curriculum Guide for Students with Moderate and Severe Disabilities, stated that in order to prepare a student for independence in the real world the following skill areas should be emphasized: self-management and home living; vocational; recreation-leisure; general community functioning; functional academics; and embedded social, communication, and motor skills.

A functional curriculum offers at-risk and handicapped

learners stimulation and practice in many skill areas. Activities provide these children the opportunities to develop skills for current living and also lay down the foundation for later independent living and learning. Lerner, Mardell-Czudnowski, and Goldenberg (1987) emphasized eight domains in their book, Special Education For The Early Childhood Years: self-help skills and self-concept; gross motor activities; fine motor activities; communication activities; cognitive activities; visual activities; auditory activities; and social activities.

In Educating Children with Multiple Disabilities A Transdisciplinary Approach, Orelove and Sobsey (1987) indicated similar domains for "functional curricula". They included: domestic (skills performed in and around the home), leisure-recreation (skills used to participate in or to watch such activities), community (skills needed to get around the community and needed to use stores and services), and vocational (skills used to acquire and maintain work). Critical skill areas such as motor and communication are embedded under each domain.

Cook, Tessier, and Armbruster (1987) indicated that functional should be viewed as those skills which are needed for children to function adequately in whatever environmental circumstances they may be placed. Their book, Adapting Early Childhood Curricula for Children with Special Needs described the six skills that need to be nurtured: social and emotional skills; motor skills; communication skills; cognitive and

problem-solving skills; self-help skills; and active learning.

Despite the attention which all the previously cited studies have drawn to the problem, it is the premise of this paper that students with functional needs have not received appropriate curricula in an "integrated" way. Most instruction appears to be isolated and does not identify sound best practices that are being currently used by regular education.

The Early Literacy Project (ELP), proposed by Englert, Mariage, Garmon, and Tarrant (1998) for early handicapped learners, featured the following:

- maximizing the instructional time in literacy;
- intervening early, strategically, and frequently;
- providing children with frequent opportunities to read; incorporating instructional arrangements that allow active participation in learning activities;
- communicating reading strategies in a clear and explicit manner; guiding students through a sequence of teacher-directed and student-centered activities and scaffolding performance in advance of independent functioning; fostering student talk and discussion about literacy tasks; and teaching phoneme segmentation and structural analysis skills with program supplements using Project Read. (p. 148)

Activities in ELP that promote early literacy included Thematic Units, Choral Readings, Undisturbed Silent Reading, Partner Reading/Writing, Morning News, Story

Response/Discussion, Journal Writing, Author's Center, and Project Read.

Skills taught in isolation rarely transfer to other settings or situations. Having a period for each subject may make some educators and parents believe that children have a balanced curriculum, but in reality "these artificial time and subject barriers often get in the way of learning and, in fact, narrow the curriculum" (Englert, Mariage, Garmon & Tarrant, 1998, p.148). Reading, writing, listening, speaking and thinking cannot be separated and taught as entities in themselves. Manning, Manning, Long, and Wolfson (1991) noted that every science and social studies activity offers the opportunity for teaching math, literature, writing, reading, and other language arts. Further, they found that "Knowledge is not segmented into neat little boxes as some curriculums suggest. Teachers should recognize the value of natural language learning and oppose a "bits and pieces" curriculum" (p. 56).

So looking at the information regarding appropriate instruction, what type of curricula should be designed for moderate, cognitively delayed learners on the primary level in regards to "integration" with regular education?

One clear reason to integrate regular early literacy opportunities with functional curricula is outlined in Reading And Writing In The Primary Grades A Whole Language View (Manning, Manning, Long, & Wolfson, 1991):

When children are interested in something, they will care enough about it to grapple with it and search for meaning. If it is a subject they don't care about, they are less likely to put forth the effort in trying to construct meaning. (p. 13)

A second reason can be found in the National Association for the Education of Young Children's publication, Developmentally Appropriate Practice in Early Childhood Programs (1997). NAEYC asserted that during the primary grades, the goal of curriculum planning is to help children develop conceptual understandings that apply across the related subject-matter disciplines.

We as educators want all learners, regardless of special needs, to be independent, worth-while contributors to society, to live up to their best potential. As stated by NAEYC, "The goals of the language and literacy program are for children to expand their ability to communicate through speaking, listening, reading, and writing to develop the ability and disposition to acquire knowledge through reading" (p.172). Teachers must and should "Provide generous amounts of time and a variety of interesting activities for children to develop language, writing, spelling, and reading abilities" (p.172). NAEYC noted that skill areas can also benefit from early literacy experiences. "Daily living skills can incorporate math and problem solving that are the focus of instruction and that are also fostered through spontaneous play, projects, and situations from daily living" (p. 173).

NAEYC further stated that teachers can use fine arts (art, music, drama, dance) to "enhance functional skills by integrating them when relevant in other areas of curriculum, such as social studies or mathematics" (p. 174).

Williams and Davis (1994) found that "when young children are encouraged to continue their explorations with print, provided stimulating experiences to expand their budding interest, and carefully guided to new levels of understandings, then they are indeed led sprightly through literacy, jubilantly as the children who followed the Pied Piper" (p. 37).

So how can we teach all children literacy experiences with such "jubilation" while leading them "sprightly" in the areas of a functional curricula?

I propose that developmentally appropriate literacy experiences can and should be used to teach functional, life-long skills. The purpose of this review of literature is to propose rationales for linking early literature experiences from regular education with functional skills across the domains and for teaching all the domains through early literacy activities and experiences.

OVERVIEW

REVIEW OF THE LITERATURE

A Regular Education Perspective

Williams and Davis (1994) have pointed out the need for a meaningful context in order for literacy to begin and develop. They argued that:

Literacy begins with print awareness that occurs in meaningful contexts. As concepts about print evolve, independent of formal instruction, children as young as three respond well within a print-rich environment. Values about reading develop from early reading and those activities build children's naturally evolving awareness of print. (p. 38)

For example, the integration of many curricular aspects out of cooking, for example, can be orchestrated by the following literacy events: reading the recipe that has been written in pictorial fashion, labeling and measuring the ingredients, following directions and recalling the sequence of steps, tasting and describing the results, copying (or pretending to copy) the recipe to take home and share, rereading printed individual copies, and making print copies to identify individual letters and or words (Williams & Davis, 1994, p.39). Such activities justify the embedded skills of functional academics, fine and gross motor, communication, socialization and behavior in a functional curricula. The other domains of self-help, recreation-leisure, and pre-vocational are also taught at the same time.

Cooking, a functional activity that involves many domains, uses activities from reading, math, and science; multicultural activities; creative activities; opportunities to foster social skills and independence and to follow directions; and drawing and writing activities (Dahl, 1998).

The community and pre-vocational domains can also be addressed by field trips or the visit of a special guest. Virtually any experience provides opportunities for literacy events as children dictate stories about the experiences afterwards to read, reread, illustrate and share as Williams and Davis noted. (1994, p.39).

Young children need print experiences that provide them with guided opportunities to hear, tell, and create, to code and decode, to explore the varied formats and uses of print; and to manipulate a wide variety of printed and print-making materials. (Williams & Davis, 1994, p. 41)

These hand on hand opportunities, if correctly targeted, provide a functional approach by touching on all domains necessary for moderate cognitively delayed early learners.

Principle number two of Greenberg's Twelve Known Principles (1998) involved in reading, writing and spelling well, clearly defined the instruction of special education functional domains through literature experiences. Greenberg stated that children need to have a wide variety of experiences in order to develop the concepts and related vocabulary that they will need to understand the material they are (or in a few years will be) decoding. This principle in the teaching of beginning reading means that teachers need

to provide a thoughtful program of enriched play indoors and out, outings, and visits with resource people (for example, a cello player, a person who has lived in a different culture, a vet, etc. with accompanying readings). Social studies and discovery science investigations, hands-on math, expressive and creative art, and events in the community all at developmentally and individually appropriate levels would accompany conversation and discussion groups (Greenberg, 1988).

Principle number four of Greenberg's Twelve Known Principles (1998) addressed the areas of recreation-leisure, functional reading, prevocational, and socialization domains. Greenberg argued that these skills are best taught when children are allowed to enjoy looking at books with an adult and being read to several times almost every day. Further, before children are a year old though third grade, enjoyment of looking at books on their own and with friends of all ages must be encouraged.

Functional math can and should be incorporated into early learning experiences through books. Roskos and Neuman (1994) asserted that care givers should focus on three umbrella goals in guiding children's literacy learning. Activities should help children 1) to become aware of and to better understand how literacy can be useful; 2) to use literacy creatively to construct new knowledge; and 3) to use literacy to facilitate their interactions with others.

Whitin (1994) explained that "using math-related children's literature can help children realize the variety

of situations in which people use mathematics for real purposes" (p. 4). This statement implies that functional math skills can and should be taught through literature. Whitin further stated that children's literature can be a powerful way to extend mathematical thinking in the classroom. By connecting some of these books to the daily events that occur naturally in many classrooms, children come to see mathematics as an integral part of living together in a learning community. In this way mathematics no longer becomes "a worksheet of facts but an important part of living" (Whitin, 1994, p. 5).

Eric Carle's book, The Grouchy Ladybug (1987), is a good example of an early literacy book that provides a wide range of functional math skills. Each hour of the day a grouchy ladybug tries to pick a fight with a range of animals, all much bigger than he. There are visual cues that link the clock on the page with the rising and setting sun. Other functional math concepts that can be taught include, but are not limited to: counting the animals, telling the time, pointing to size differences, sequencing, and ordering.

The integration of recreation-leisure, socialization, fine and gross motor, self-help, prevocational, and communication skills is implied in Dever and Jared (1996). They explained that art, crafts, and other fine arts should be integrated into curriculum for young children in ways that encourage them to express their own ideas and feelings. They

stated, "Such activities provide children with the opportunities to experiment with various art materials as well as to express their ideas aesthetically" (p. 73).

Crinklaw-Kiser, a kindergarten teacher, has concluded that when provided with a literacy-rich environment, one in which each child has developed ownership, children engage in activities that help them along the road to becoming successful readers. Memorizing poems and songs, then having access to them in print for tracking, lets children go through the process of reading (Crinklaw-Kiser, 1996).

Desjean-Perroth (1996) argued that using a different curricula, through whole-language, is encouraged by shifting control of learning to providing an invitation of learning. Desjean-Perrotta has further noted that "the professional development side of whole language invites us to take risks, experiment, reflect, evaluate our professional goals and beliefs about how children learn, and then adapt our program accordingly" (p. 18). This idea supports the need to assess early moderate cognitively delayed students' curricula and try new ways to teach skills and adapt programs.

Harris and Fuqua (1996) pointed out that a student's interest is key to learning. In their curricular unit "Build A House", as students explored the topic, they were able to learn and use reading, writing, mathematics, science, and social science skills where the skills were useful and meaningful. This approach to planning, this curriculum planning strategy, supports children's need for autonomy,

their need for "real" experiences, their innate interest in the world around them, and their need to learn and use skills in real and meaningful context. It also supports what we know about the primary-age child.

Decker-Collins and Shaeffer (1997) shared that early exposures to print in combination with concrete cues from the environment contribute to students' success. Their methodology includes the intimacy of the moment; the use of high interest, predictable books; and the recognition that a child's past experiences come into play in the construction of meaning. By having students make big books, using children's artwork to develop stories, and dictating stories, predictable books and repetitive songs and poems can be introduced. In this way the classroom teacher can acknowledge children's personal interests and experiences.

Including math at snack time - a time to also work on functional skills of self-help, socialization, pre-vocational, fine motor opportunities - can also offer every child an individual math lesson of great personal interest virtually every day. There is also the opportunity to make math-related discoveries appropriate to each student's developmental level. Some children progress to counting-on skills, while others practice addition and subtraction at what is devoured. Others count out or measure portions and distribute them successfully, maybe with no other contemplations. Meriwether (1997) found that each child builds his or her own further applications by "problem solving through concrete manipulation, which establishes a

personal solid foundation in early math concepts" (p. 73).

According to Moore (1998) learning is developmental and acquired through social interactions. Teachers purposefully structure multiple opportunities for children to interact and talk about books and stories important to their lives. From research that involved twenty kindergarten readers Moore proposed four strategies for learning to read successfully. Moore's four reading strategies were:

1. Reading books together as a classroom ritual.
2. Engaging children in reading-like behavior of favorite books.
3. Developing camaraderie during shared book experiences.
4. Helping children to develop a belief in themselves as readers. (p. 75)

A Special Education Perspective

Gross and Ortiz (1994) explained that "sometimes children with disabilities lack the social skills needed to participate in cooperative activities. Teachers must intervene and help children learn needed skills through children's literature" (p. 34). Gross and Ortiz further made reference to the importance of socialization, through literacy when they observed:

Children with disabilities may have limited communication skills and may not be able to write stories by themselves. Teachers can help students take their first steps toward becoming writers and readers by writing stories with them about familiar events and by building repetition into the stories. (p. 35)

Richards, Gipe, and Callahan (1997) asserted that holistic literacy lessons on story characters help young children with language disabilities improve their overall reading comprehension. Identifying with story characters and understanding their motives and emotions are central to the understandings of a story. Richards, Gipe, and Callahan further stated "This translates to growth in the growth in their cognitive, verbal, and social abilities (e.g. cooperation, problem solving, following rules, and listening to others)" (p. 73). This also suggested that gains can be made in the domains of pre-vocational and socialization skills and transference to the community.

Literacy experiences for moderate Down syndrome children

are often excluded from reading and writing have entered into literate relationships as acknowledged creators of complex symbolic language. Kliwer (1998) redefined and elaborated "literacy from a consequence of isolated subskills mastery to a tool of communication" (p. 168).

Teachers, when using restructured literacy, have given students with cognitive challenges reading and writing skills that perhaps enhance the chance to solve problems, accomplish learning goals, express emotions, empathize, with peers, gather and convey information, form friendships, and resolve conflicts (Kliwer, 1998).

In a study by McEvoy and McConkey (1991), oral and object counting and the ability to read numerals was examined within children with a moderate degree of mental handicap. They suggested that "Children with a moderate mental handicap do not naturally learn the number word sequence and require definite help in this regard" (p. 457). Further McEvoy and McConkey identified recognition of numerals to be an easier task for retarded children than rote counting or counting objects. Counting experiences through literacy would further enhance these counting skills and be naturally occurring and obvious in nature.

McNeill and Fowler (1996) stated that using strategies of praising children's talk, expanding children's words, asking open-ended questions, and praising for children to imitate can help children with delayed language development practice conversational language. They argued, "Story reading is one context in which teachers can embed these

conversational strategies.....more frequent conversations among the young children in their change- and thus more positive language development at a critical stage of their education" (p. 43).

In an article encouraging emergent literacy skills in young children with disabilities, Godt, Huntinger, Robinson, and Schneider (1999) observed that oral and written language are both best learned when used in purposeful contexts and when children have opportunities to observe and interact with others who write and read. These oral and written experiences can be enhanced through opportunities for developmentally appropriate activities that include emergent literacy tasks. Children demonstrate great interest in making marks on paper at an early age. Their scribbles, random letter-like forms, and letters are clearly early forms of communication through writing.

In examining developmental disabilities regarding early literacy success, Saint-Laurent, Giasson, and Couture (1997) reported that the child should always have access to a variety of reading materials and that books should include different types and a variety of subjects. They further suggested that choosing books should include the child's interest, the adult's interest, and vocabulary level. They advocated books with "predictable" (rhymes, repetitions, and sequences that are familiar to the child) content or pattern.

Englert, Mariage, Garmon, and Tarrant (1998) discussed what is needed to accelerate reading progress in the early literacy classroom for kindergarten students with

disabilities:

Short predictable books were purchased that would allow students to experience instant reading success. These contained predictable sentence patterns, rhymes, language repetitions, and illustrations matched to text to support beginning readers. (p. 146)

O'Shea and O'Shea (1988) described the selection of reading material for educable mentally handicapped students who progress at below average reading rates and comprehension levels. They asserted that the use of repeated readings frees students with these educational needs to attend to the task of getting meaning from the text. Fluent word recognition allows these readers the opportunity to focus on comprehension and information from the passage rather than decoding unfamiliar words. Studies by O'Shea and O'Shea (1985) and Sindelar and O'Shea (1985) indicated the positive effects of repeated readings on reading rate and comprehension.

In a study in which children with developmental delays at the kindergarten level were provided reading instruction, O'Connor and Jenkins (1995) found that children who did not quickly learn phonological skills in first grade remained poor readers throughout the elementary years and that without some phonological awareness, phonics instruction was unlikely to benefit poor readers. Including small amounts of spelling practice in the beginning of teaching children with handicaps to learn to read may improve their ability to use a "sounding out" approach in reading and spelling. These alphabetic skills can be incorporated in a functional literacy program

quite easily and purposefully.

O'Connor, Jenkins, Leicester, and Slocum (1993) proposed that "Young children with disabilities can acquire specific phonological manipulation skills. Mental age does not appear to seriously limit learning phonological skills" (p. 545). This further supports the argument to provide a motivating and interest-driven approach to teaching such skills while also addressing functional skills.

In all of the studies cited, both those which focus solely on reading and those which look at broader categories of learning, the importance of integrated curriculum for handicapped learners is central. In assimilating that which is new and unfamiliar, children with special needs have an even greater need for links with the old and familiar. An understood context and frequent repetition provide valuable pegs for children with learning disabilities to hang new skills upon. Literature - children's stories with abundant pictures - provides a unique and valuable context to teach functional skills to these students.

CHAPTER II

GOALS AND OBJECTIVES

Goal

Based on a review of current, best practice literature regarding a functional curricula for moderate primary kindergarten through second grade cognitively delayed learners and regular education, the goal of this project is to suggest a way to combine a functional curricula (domains) with literacy experiences.

Objective

This project develops literacy lessons pertaining to the functional domains. These domains include, but are not limited to, community, domestic (self-help), recreation-leisure, prevocational, socialization, functional academics and concepts, communication, and motor skills. According to Saint-Laurent, Giasson, and Couture (1997) the following criteria should be used to ensure early literacy success:

access to a variety of reading materials, books should include different types and a variety of subjects; choosing books should include the child's interest, the adult's interest, and vocabulary level, and books with "predictable" (rhymes, repetitions, and sequences that are familiar to the child) content or pattern. (p. 146)

Englert, Mariage, Garmon, and Tarrant (1998) also reiterate

that successful early literacy experiences consist of "predictable sentences, patterns, rhymes, rhythms, language repetitions and illustrations matched to text to support beginning readers" (p.147). Ideas for selection of the literacy books that were selected came from the these sources and from the author's experience with teaching children's literature in tandem with functional domains at the kindergarten through second grade level for moderate cognitively delayed learners.

DESIGN OF THE PROJECT

This project contains a variety of functional, early literacy teaching experiences in the domains of community, domestic, recreation-leisure, prevocational, communication, functional academics and concepts, socialization and motor skills (fine and gross). Each lesson for each early literacy book has seven objectives. The first objective is the chosen book. The second objective is the chosen subject area domain. The third objective is the objective that the lesson will accomplish. The fourth objective is the recommended grade level. The fifth objective is the preparation and materials needed for the lesson. The sixth objective is the procedure or directions for the lesson. The seventh objective is any extension ideas to other sources or similar books.

The means of assessment includes a checklist for skills to be developed or assisted in during the application of the lessons. Skills can be "checked off" when obtained and other skills can also be targeted using several references. One of the references is the Repertoire Charts from The Syracuse Community-Referenced Curriculum Guide for Students with Moderate and Severe Disabilities (1989). This chart provides an array of skill development under each domain. The Chart of Normal Development: Five to Age Six from Special Education For The Early Childhood Years (1987) provides developmental ages in each of the domain area, as well as, skill levels at

each milestone. An individual reading checklist from Current, Best Strategies for Helping Your Emergent, Early and Fluent Readers (Grades K-2) (1996) allows literacy skills to also be targeted and charted. A list of predictable books from Reading And Writing In The Primary Grades: A Whole-Language View (1991) includes books that future lessons can be used to teach functional lessons as per model lessons that are provided. A list of books that can be used for cooking extensions is included. These books can provide an extension to many skills that are embedded in all domains (i.e. fine motor, socialization, self-help, etc.) and are highly motivational.

IMPLICATIONS FOR EDUCATION

The drive for educational reform has grown out of effective schools researching the following components: multi-age classrooms, early childhood education, a rich and extensive curriculum, cross-discipline learning, whole language, writing before reading, "whole-piece" exposure to classical literature, testing by portfolio, developing self-discipline, teaching values, using hands-on materials, fostering scientific and mathematical aptitudes, nurturing appreciation for history, time line, and cultural differences past and present, and care for our global environment. By looking at all these very diverse and interrelated points, there is room to cover all disciplines in teaching a functional, related curricula that can benefit all students (Britton, 1992).

Britton (1992) summed up Maria Montessori's core belief of all children in the following:

- All children have 'absorbent" minds
- All children pass through "sensitive" periods
- All children want to learn
- All children pass through several stages of development
- All children learn through play/work
- All children want to be independent. (p. 12)

Given that all children develop at different times and go through many stages during their development, educators must be sensitive to providing a wide variety of subject matter and interests to children through literacy experiences.

Maria Montessori's third core belief is that all children want to learn. But what must be present in order that they may learn? Britton (1992) asserted that according to Montessori in order for children to learn, a teacher must:

Encourage independent learning, model appropriate skills, help children to learn things step by step, assist children to develop concentration, encourage a positive attitude to learning, help children develop memory skills, and encourage language development. (p. 24)

Lesson designs that encourage language development through the use of repeated readings and predictable patterns allow all students to become reasonable risk takers and thus more independent.

Children have varied interests, which may or may not be those of the teacher or the developers of the curriculum. It is key to use materials and curricula that provide students with guidance in selection of books and other reading materials. The National Education Association's Publication Reading And Writing In The Primary Grades: A Whole Language View asserted that:

When children are interested in something, they will care enough about it to grapple with it and search for meaning. If it is a subject they don't care about, they are less likely to put forth effort in trying to construct meaning (Manning, Manning, Long, & Wolfson, 1991, p.60).

In the position statements of the National Association for the Education of Young Children's (NAEYC) Developmentally Appropriate Practice in Early Childhood Programs (1997), the following guidelines were proposed for appropriate curriculum:

- A. Developmentally appropriate curriculum provides for all areas of a child's development: physical, emotional, social, linguistic, aesthetic, and cognitive.
- B. Curriculum includes a broad range of content across disciplines that is socially relevant, intellectually engaging, and personally meaningful to children.
- C. Curriculum builds upon what children already know and are able to do (activating prior knowledge) to consolidate their learning and to foster their acquisition of new concepts and skills.
- D. Effective curriculum plans frequently integrate across traditional subject-matter divisions to help children make meaningful connections and provide opportunities for rich conceptual development; focusing on one subject is also a valid strategy at times.
- E. Curriculum promotes the development of knowledge and understanding, processes and skills, as well as the dispositions to use and apply skills and to go on learning.
- F. Curriculum content has intellectual integrity, reflecting the key concepts and tools of recognized disciplines in ways that are accessible and achievable for young children, ages 3 through 8.

G. Curriculum provides opportunities to support children's home culture and language while also developing all children's abilities to participate in the shared culture of the program and the community.

H. Curriculum goals are realistic and attainable for most children in the designated age range for which they are designed. (p. 20)

Looking at these guidelines, all the functional domains that are mentioned in this project can be integrated with the literature-based curricula such that the curricular emphasis is on all areas of development, across disciplines, tapping prior knowledge, while also being realistic and attainable.

CONCLUSION

The integration of literacy coupled with areas of functional curricula domains for primary moderate cognitively challenged students can result in a higher degree of skill learning accomplishments. Studies have shown that regular education students benefit from using literacy experiences in all areas across the curriculum. This same thinking can and should be applied in teaching important "life skills" through meaningful, connected literacy experiences for these special needs students.

According to Cole, Dale, Mills, and Jenkins (1993), special education is founded on the belief that students with certain developmental needs require instruction and curricula that uses specialized techniques. Every individual special education student is unique and "the essence of special education is to provide for that uniqueness" (p. 17).

Research efforts with young children appear to be progressing in finding the most effective methods and curricula. Proposing the integration of regular education methods and strategies into special education may enhance skills and bridge gaps in teaching isolated skills. Cole, Dale, Mills, and Jenkins (1993) questioned which models work better overall and which models provide better results for particular domains or tasks. No one method of teaching should be exclusively relied upon or over-emphasized. The literacy experiences are simply to enhance and provide another means to teach functional skills, as well as to give students early

literacy opportunities.

Teachers sometimes do not know how to program for students in the moderate range since their skills are neither mild nor severe. Often the result is the teaching of the wrong things or things that have little or no relevance to the students' daily living (Snell, 1987). This project offers a justification for teaching life-long skills through literacy experiences. If designed appropriately, these experiences can be fun, enjoyable, and generalizable. These experiences are also age-appropriate and can be engaged in through full or partial participation. Finally, the experiences can be highly task analytic. The Pied Piper led joyful children without their knowing they were being led. The strategies described here will allow us all, like the Pied Piper to lead our students to functional skill attainment via the music of children's literature.

APPENDICES

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APPENDIX A

The Very Hungry Caterpillar Pilot Lesson

Book:

The Very Hungry Caterpillar by Eric Carle

Domain:

Community: prescience, fine & gross motor, communication

Objectives:

To demonstrate how literacy can enhance and teach
community skills

Grades Recommended:

Kindergarten through second

Preparation:

Materials: Plastic bags or baggies, cardboard box,
plastic wrap, sugar, and water.

Procedure:

1. Read the story.
2. Identify places where one would find cocoons and chrysalides.
3. Plan out a walk to the neighborhood to collect cocoons and chrysalis.
4. Put the cocoons and chrysalides in a cardboard box with plastic wrap on the front. Make sure the box has air holes. If no cocoons or chrysalides can be found contact the Earth's Birthday Project, PO Box 1536, Sante Fe, NM 87504-1536 Telephone: 505-698-6040 or 800-698-4438, Website: earthsbirthday.org, E-mail: earbirpro@aol.com
5. When the insects, either butterflies or moths hatch,

provide sugar water and branches.

6. Watch and observe for a few days.

7. Release butterflies or moths back to the neighborhood by taking another community walk.

Extension Ideas or Related Books:

Talk about the setting in the community where the cocoons or chrysalides were found. Describe the area (for example, were there plants, houses, ect.). Write down your ideas on butcher paper and go out again and look for other insects and where you found them.

Book:

The Very Hungry Caterpillar by Eric Carle

Domain:

Domestic (Self-Help): communication, fine motor, health, prevocational, color identification, counting

Objective:

To explore how literacy can enhance and teach domestic or self-help skills

Grades Recommended:

Kindergarten through second

Preparation:

Materials: Apples, oranges, bananas, strawberries, etc, dull knife, bowl.

Procedure:

1. Read the story.
2. Discuss the fruits.
3. Have students identify the fruit that they will make fruit salad with.
4. Assist in writing the recipe for fruit salad (use picture cues).
5. Have students wash tables, wash fruit, wash hands, and get materials identified.
6. Model how to cut fruit up.
7. Assign each student a fruit to cut.
8. Put all fruit in bowl and stir.
9. Eat!

Extension Ideas or Similar Books:

Discuss the benefits of eating healthy snacks in the story opposed to the sweets that the caterpillar ate and got sick from. Brainstorm other healthy foods and snacks. Write them down. Choose one to prepare and write the recipe. Compile recipes for class recipe book. Take a field trip to a bakery, grocery store, etc. to see the process in making and producing foods as an extension to the community.

Book:

The Very Hungry Caterpillar by Eric Carle

Domain:

Recreation-Leisure: fine motor, communication,
prevocational (attention skills)

Objective:

To explore how literacy can enhance and teach
recreation-leisure skills

Grades Recommended:

Kindergarten through second

Preparation:

Materials: Tape player, tape, socks, felt, pictures of
the items the caterpillar ate, poster board and glue.

Procedure:

1. Read the story.
2. Tape record the story being read on a tape making
sure to also include when to turn the page.
3. Have students make caterpillars out of socks by
gluing colorful pieces and legs from felt.
4. Students can use the sock puppets to reenact the
story from the tape. Pictures of the items that the
caterpillar ate can also be included and glued on
poster board.

Extension Idea or Similar Books:

Discuss the importance of staying on task, tracking
with the tape and listening to the story. Practice

finding the predictable parts of the book and reading those on sentence strips on pocket charts. Use the sock puppets to help read these predictable parts. Read other books about butterflies including: The Butterfly Counting Book by Jerry Pallotta, I Wish I Were A Butterfly by James Howe, and Monarch Butterfly by Gail Gibbons.

Book:

The Very Hungry Caterpillar by Eric Carle

Domain:

Prevocational: color identification, communication,
prereading

Objective:

To explore how literacy can enhance and teach
prevocational skills

Grades Recommended:

Kindergarten through second

Preparation:

Materials: Pictures apples, pears, plums, strawberries,
oranges, cake, ice cream, etc. from the book (if
possible get actual foods).

Procedure:

1. Read the story.
2. Identify the foods in the story.
3. Label the colors.
4. Read the color words.
5. Match the color words with the pictures or
actual foods.

Extension Ideas or Similar Books

Discuss and practice the eight basic primary colors.
Provide other foods or picture of foods and
match the colors and color words to them. Read other color
stories such as: A Rainbow of My Own, The Mixed Up

Chameleon, Hello, Red Fox by Eric Carle, and Cat's Colors by
Jane Cabera.

Book:

The Very Hungry Caterpillar by Eric Carle

Domain:

Communication: attributes, comparatives, ordinals

Objective:

To explore how literacy can enhance and teach
communication skills

Grades Recommended:

Kindergarten through second

Preparation:

Materials: Varying degrees of size caterpillar pictures.

Procedure:

1. Read the story.
2. Discuss how the caterpillar got bigger.
3. Put out the pictures of the different sized caterpillars.
4. Have students arrange caterpillars from smallest to largest then largest to smallest. Model if necessary.

Extension Ideas or Similar Books

Present other items to be put in order from smallest to largest or vice versa. Identify which ones are in the middle and transition to ordinals of first, second, etc. if possible.

Book:

The Very Hungry Caterpillar by Eric Carle

Domain:

Functional Academics and Concepts: numbers, calendar,
pre-measuring skills

Objective:

To explore how literacy can enhance and teach functional
academics and concepts

Grades Recommended:

Kindergarten through second

Preparation:

Materials: Calendar, sentence strips and pocket chart,
pictures of one apple, two pears, three plums, four
strawberries, and five oranges.

Procedure:

1. Read the story.
2. Concentrate on the section of the book that refers to what days he ate what foods.
3. Go to the calendar and review and refer to the days of the week.
4. Match the foods the caterpillar ate by putting them on the calendar on the days of the week.
5. Write the days of the week on sentence strips.
6. Have students put them in order in the pocket chart.
7. Have them check by referring back to the calendar.

Extension Ideas or Similar Books.

Learn the days of the week through song (melody of "My Darling Clementine") with the lyrics, There are seven days, there are seven days.....Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday...but then stopping on what day of the week it is. Read the story, Today Is Monday by Eric Carle which also introduces the days of the week. Discuss and count the numbers introduced (1-5) and count on with the other foods. Compare size of the caterpillar when he first hatches out of the egg to when he is fatter. Read Lionni's, Inch By Inch about an inchworm that measures birds. Introduce visual perception skills that are also features a caterpillar, read Ruth Brown's If First You Do Not See.

Book:

The Very Hungry Caterpillar by Eric Carle

Domain:

Socialization: cooperative learning, categorization,
awareness of feelings and emotions

Objective:

To explore how literacy can enhance and teach
socialization skills

Grades Recommended:

Kindergarten through second

Preparation:

Materials: Butcher paper and pen, paper and
markers.

Procedure:

1. Read the story.
2. Discuss what the caterpillar looked like before he
changed into a beautiful butterfly.
3. Write down how the caterpillar are alike and
different.
4. Divide students into two cooperative groups.
5. Model strategies for good group.
6. Instruct one group to draw caterpillars and instruct
the other group to draw butterflies.
7. Have the groups to cut out their caterpillar and
butterflies.
8. Have the groups put them in categories of

caterpillars and butterflies.

Extension Ideas or Similar Books:

Discuss how everything is different in many ways and then discuss how each student is different. Write down those differences. Then discuss how each are alike and write down those similarities. Talk about the feelings that the caterpillar might have had if he were to have been teased for not being pretty. Talk about how others would feel if the butterfly would brag about his own beautiful appearance. Read The Ugly Duckling adapted by Lilian Moore. Discuss how the duckling felt about being different. Discuss how everyone can make others feel by comments and even looks. Practice those positive words and faces.

Books:

The Very Hungry Caterpillar by Eric Carle

Domain:

Motor: fine & gross motor, art appreciation, task analysis, prevocational, communication

Objective:

To explore how literacy can enhance and teach motor (fine and gross) skills

Grades Recommended:

Kindergarten through second

Preparation:

Materials: Waxed paper, tape, paint brushes, glue and tissue paper, and streamers on wands and an open gym or playground area.

Procedure:

1. Read the story.
2. Discuss the parts of a butterfly (the head, thorax, and abdomen, antennae, wings and proboscis).
3. In order to practice fine motor skills, have students trace butterfly patterns on waxed paper that is taped down.
4. Students then brush on glue and then put colorful tissue paper on.
5. While tissue paper is drying, take students to open area and practice movements that a caterpillar would make by crawling through hoops or playground equipment.

Give each student a streamer wand and have them practice flying like a butterfly. Have them fly high then low, and through, over and under equipment.

6. By that time the tissue paper butterflies are ready to cut out.

7. After cutting out butterflies, hang them in windows.

Extension Ideas or Similar Books:

Make butterflies tracing each foot on paper then attaching them together with the right foot first then the left foot. Sponge paint and then attach pipe cleaners to head area. Roll up a thin piece of paper for the proboscis (tongue) and attach with glue. Use a parachute in the gym and have students demonstrate how a butterfly might fly fast, slow, high, low, etc.

APPENDIX B

Farmer Duck Pilot Lesson

Book:

Farmer Duck by Martin Waddell

Domain:

Community: safety awareness, similarities and differences, communication, categorization

Objective:

To explore how literacy can enhance and teach community skills

Grades Recommended:

Kindergarten through second

Preparation:

Materials: Pictures of farm and zoo animals, and farm and city pictures.

Procedure:

1. Read the story.
2. Discuss the animals that appeared in the book and emphasize that they lived on a farm. Brainstorm other farm animals, providing farm animal pictures if necessary.
3. Discuss other parts that make up a farm.
4. Discuss animals that you see at a zoo. Provide zoo animal pictures if necessary.
5. Discuss other parts that make up a zoo.
6. Discuss the differences between the country and the city. Provide pictures if necessary.

Extension Ideas or Similar Books

Go on a field trip to the zoo, farm, city or country.
Provide modeling about what to do in those places and safety
concerns. Make a book about the animals, city or country
experience after the field trip.

Book:

Farmer Duck by Martin Waddell

Domain:

Domestic (Self-Help): prevocational, task analysis,
communication

Objective:

To explore how literacy can enhance and teach
domestic or self-help skills

Grades Recommended:

Kindergarten through second

Preparation:

Materials: Dish washing soap, dishes, water, sink,
butcher paper and marker.

Procedure:

1. Read the story.
2. Turn to the page where Farmer Duck is washing dishes.
3. Discuss and write down the steps in washing dishes on
butcher paper using pictures as cues.
4. Have students practice dish washing skills.

Extension Ideas or Similar Books:

Turn to the page where Farmer Duck is ironing and
folding clothes. Discuss and model how to fold towels
or other clothes. Use the butcher paper to write down the
steps and use pictures by the words to help. Have the
students practice folding. Progress to other
items that need folding.

Book:

Farmer Duck by Martin Waddell

Domain:

Recreation-Leisure: prevocational (attention skills),
prereading, music appreciation

Objective:

To explore how literacy can enhance and teach
recreation-leisure skills

Grades Recommended:

Kindergarten through second

Preparation:

Materials: Keyboard, musical instruments, or
anything that can be made to make a noise or sound.

Procedure:

1. Read the story.
2. Assign each student an instrument to hit or play.
3. Assign each animal a sound that, when hearing it, depicts the animal (i.e. horn for the duck).
4. The teacher reads the story then has the students do the animal sounds when the animal talks.
5. Have all students read the predictable parts (i.e. How goes the work?).

Extension Idea or Similar Books:

Have the students do other animal sounds with their

instruments and make up their own story with a predictable saying or phrase. Read, Brown Bear, Brown Bear and Polar Bear, Polar Bear by Eric Carle having students use instruments to depict each animal and also read the predictable parts. Other books about ducks are: One Duck Stuck by Phyllis Root, Make Way for Ducklings by Robert McCloskey, The Fuzzy Duck by Jane Werner and The Ugly Duckling by Hans Christian Anderson adapted by Lucy Kincaid.

Book:

Farmer Duck by Martin Waddell

Domain:

Prevocational: safety awareness, communication,
categorization, function

Objective:

To explore how literacy can enhance and teach
prevocational skills.

Grades Recommended:

Kindergarten through second

Preparation:

Materials: Tools like screwdriver, wrench, nuts, bolts,
nails, hammer, wood, broom, hoe, rake, shovel, etc.

Procedure:

1. Read the story.
2. Identify all the tools that Farmer Duck used.
3. Discuss how to use all those tools and safety concerns.
4. Provide the above mentioned tools and identify, demonstrate and model safe use of each one and its function.

Extension Ideas or Similar Books:

Bring in more tools (i.e. vacuum cleaner, mop) and have students identify and practice safe use. Identify and practice identifying and classifying tools.

Book:

Farmer Duck by Martin Waddell

Domain:

Communication: prereading, communication, task analysis,
safety and health awareness

Objective:

To explore how literacy can enhance and teach
communication skills

Grades Recommended:

Kindergarten through second

Preparation:

Materials: Paper, markers.

Procedure:

1. Read the story.
2. Discuss what the problem was in the story and what was the solution or "plan" that the animals did.
3. Talk about what the elements of a good plan has.
4. Choose one plan to do in the room (i.e. rearrange furniture, make a mural to cover up something).
5. Write down the steps and use pictures to help.
6. Assign each student a step to do.
7. Have each student choose a problem and how to solve it by writing down the steps with adult assistance.

Extension Ideas or Similar Books:

Read other books that have a problem and before reading the solution they came up with in the book ask the students

for their ideas. Give some scenarios of problems and ask each student what they would do for a plan or solution. Introduce safety and health situations and solutions to these scenarios.

Book:

Farmer Duck by Martin Waddell

Domain:

Functional Academics and Concepts: number recognition, matching, counting, addition, subtraction

Objective:

To explore how literacy can enhance and teach functional academics and concepts

Grades Recommended:

Kindergarten through second

Preparation:

Materials: Pictures of one duck, two cows, three chickens, and four sheep and butcher paper and marker.

Procedure:

1. Read the story.
2. Present the numbers 1-4.
3. Write them on butcher paper.
4. Have the students match the number with the group of animals. If some students have trouble with this concept try putting x's by the number and matching with one-to-one correspondence.
5. Count other things in the book (i.e. eggs, bales of hay).

Extension Ideas or Similar Books:

Try some addition and subtraction with the pictured animals. Count combinations of animal's eyes, hooves, etc.

Book:

Farmer Duck by Martin Waddell

Domain:

Socialization: feelings and emotion awareness,
communication

Objective:

To explore how literacy can enhance and teach
socialization skills

Grades Recommended:

Kindergarten through second

Preparation:

Materials: Pictures of animals on sticks and the
lazy old farmer, sentence strips and pocket chart.

Procedure:

1. Read the story.
2. Discuss how the laziness of the old farmer affected the duck and the other animals.
3. Act out the story with the stick puppets in cooperative groups.
4. Discuss the qualities that make up laziness and one who works and is productive.
5. Write down these qualities and put them in the pocket chart.

Extension Ideas or Similar Books:

Read and discuss, The Little Red Hen by Paul Galdone.

Refer back to the pocket chart to see what qualities the

other animals and the little red hen had. Discuss what qualities they want to have.

Book:

Farmer Duck by Martin Waddell

Domain:

Motor (Fine and Gross): prescience, communication,
prevocational

Objective:

To explore how literacy can enhance and teach fine
and gross motor skills

Grades Recommended:

Kindergarten through second

Preparation:

Materials: Poster board, feathers, glue, paint,
scissors; gym or open area.

Procedure:

1. Read the story.
2. Discuss what parts that ducks have (i.e. bill, wings, legs, webbed feet) Have students trace duck patterns onto poster board.
3. Cut out ducks.
4. Paint bills, legs and feet. Glue on feathers.
5. While drying, go to the gym or open area.
6. Discuss the action words in the story: fetching, sawing, digging, washing, ironing, climbing, carrying, creeping, squeezing, wriggling, bouncing, banging and wearilying. Demonstrate and model actions using playground equipment if possible. Use the prepositions:

down, through, over and do the same procedure.

Extension Ideas or Similar Books:

Play Duck, Duck, Goose or The Farmer In The Dell with actions.

APPENDIX C

The Three Billy Goats Gruff Pilot Lesson

Book:

The Three Billy Goats Gruff by Paul Galdone

Domain:

Community: fine & gross motor, safety awareness,
estimation

Objective:

To explore how literacy can enhance and teach
community skills

Grades Recommended:

Kindergarten through second

Preparation:

Materials: Area to walk and that has a bridge to
cross; if there are no bridges to walk over use
butcher paper.

Procedure:

1. Read the story.
2. Discuss the foot bridge pointing out such things were there railings, was it safe, what makes a bridge safe, how should everyone walk on a bridge, etc. Discuss the difference between a foot bridge and other bridges that are not used for walking. Bring in pictures to help illustrate the differences.
3. Take a field trip to practice foot bridge walking. If there are no foot bridges in the area, use butcher paper to practice by laying a long strip down. Emphasize the safety issues such as, not leaning over, not

pushing, using the railing, not jumping, etc.

Extension Ideas or Similar Books:

Discuss what materials foot bridges and other bridges are made out of. Construct other bridges out of materials in the room or ones that students bring in. Try blocks, sugar cubes, sticks, clay, tinker toys, unifix cubes, etc. Then guess which bridge holds the most weight. Carry out experiments to see which one does hold the most.

Book:

The Three Billy Goats Gruff by Paul Galdone

Domain:

Domestic (Self-help): prevocational, fine motor,
communication

Objective:

To explore how literacy can enhance and teach
domestic or self-help skills

Grades Recommended:

Kindergarten through second

Preparation:

Materials: Finger foods (i.e. carrots, sandwiches)
and table foods (i.e. spaghetti, soup).

Procedure:

1. Read the story.
2. Discuss how the goats wanted to go eat the daisies and grass on the other side of the meadow.
3. These foods the goats ate would be like finger foods for us since no utensils were necessary to eat them. Discuss and provide foods that do not require utensils to eat.
4. Then discuss and provide foods that require utensils.
5. Give some examples of good manners when eating (i.e. wait until all is served, use your napkin, ask politely for something). Model and use cues and prompts as necessary.

6. Clean up with specific steps.

Extension Ideas or Similar Books:

Make placemats by weaving construction paper together and then laminate. Practice setting the table. Provide both finger and table foods.

Book:

The Three Billy Goats Gruff by Paul Galdone

Domain:

Recreation-Leisure: prereading, auditory discrimination,
communication

Objective:

To explore how literacy can enhance and teach
recreation-leisure skills

Grades Recommended:

Kindergarten though second

Preparation:

Materials: Buckets or empty oatmeal boxes, tape
player and tape.

Procedure:

1. Read the story.
2. Discuss the predictable pattern of, "Trip, trap, trip trap".
3. Model that every time the goats go on the bridge and the students hear those sounds that they use the buckets or boxes to make the sounds of the goats crossing the bridge.
4. Practice the difference in sound that each goat made due to their size. Use a tape player to record soft, medium and loud "trip trap" sounds. Instruct and model to the students that they also read those words as they use their instrument.

Extension Idea or Similar Books:

Tape record other animal sounds and have students guess what animals they might be. Tape record other animals and provide an array of pictures that they can choose from to select which animal it is.

Book:

The Three Billy Goats Gruff by Paul Galdone

Domain:

Prevocational: socialization, communication

Objective:

To explore how literacy can enhance and teach
prevocational skills

Grades Recommended:

Kindergarten through second

Preparation:

Materials: Xeroxed faces of each student, poster
board and tongue depressors.

Procedure:

1. Read the story.
2. Discuss how the first two billy goats wanted to go somewhere and how the troll acted when they asked.
3. Discuss "I" messages. Practice and model those statements.
4. Take a photo of each student, enlarge to face size and then glue them to poster board and attach a tongue depressor.
5. Practice "I" messages with the masks and then without. Use situations that have come up in the classroom (i.e. sharing, pushing or shoving).

Extension Ideas or Similar Books:

Read other books like, The Three Bears by Paul Galdone and discuss how the three bear could use "I" messages to Goldilocks. Use other similar books with some problem situation.

Book:

The Three Billy Goats Gruff by Paul Galdone

Domain:

Communication: fine motor, feelings and emotion awareness

Objective:

To explore how literacy can enhance and teach communication skills

Grades Recommended:

Kindergarten through second

Preparation:

Materials: Paper Plates and construction paper and tongue depressors.

Procedure:

1. Read the story.
2. Discuss how the troll was being mean and possessive of the bridge.
3. Brainstorm other ways that the troll could have shared.
4. Construct billy goats masks with paper plates and construction paper.
5. With and without the masks, practice kind ways to cross the bridge using other words, gestures or phrases.

Extension Ideas or Similar Books:

Make a feelings chart that has all the emotions: sad, mad, happy, excited, etc. Then role play different

ways that the billy goats approached the troll. Use the feelings chart to help identify those feelings. Also identify how those emotions might make the troll feel. Explore other literature books that also evoke emotions and a sense of right and wrong like: Jack And The Beanstalk, The Three Little Pigs and The Little Red Hen by Paul Galdone, Our Goat by Meredith Costain and The Gingerbread Man pictures by Karen Schmidt

Book:

The Three Billy Goats Gruff by Paul Galdone

Domain:

Functional Academics and Concepts: size
recognition, ordinals, prevocational, community

Objective:

To explore how literacy can enhance and teach
functional academics and concepts

Grade Recommended:

Kindergarten through second

Preparation:

Materials: Objects of three sizes of small, medium
and large.

1. Read the story.
2. Discuss the sizes of the three billy goats.
3. Discuss small, medium, and large.
4. Sort like items by small, medium, and large. Try
sorting by all small, then all medium, and then
all large.
5. Categorize the troll by size.
6. Bring in food container items that can be ordered by
size (i.e. small, medium, large fries, drinks) by asking
store for donations.

Extension Ideas or Similar Books:

Categorize other things in the book as either small,
medium, or large (i.e. flowers, fish, bridge, rocks, stream).

Read, The Three Bears by Paul Galdone
and Teeny Tiny and discuss size in the books. Also practice
ordinals in the book of first, second, and third and
introduce others as ready

Book:

The Three Billy Goats Gruff by Paul Galdone

Domain:

Socialization: emotions and feelings awareness,
cooperative learning, prevocational

Objective:

To explore how literacy can enhance and teach
socialization skills

Grades Recommended:

Kindergarten through second

Preparation:

Materials: Assorted puppets.

Procedure:

1. Read the story.
2. Discuss in the story about how the troll was being a "bully". Talk about what qualities make a bully and why they might feel that way. Discuss what qualities could make the troll a good citizen.
3. Divide students into cooperative groups and use puppets to practice being a troll bully and being a good citizen.

Extension Ideas or Similar Books:

Read, The Grouchy Ladybug and The Greedy Python by Eric Carle, Bad Day by Jeni Couzyn and discuss how these characters were had some behaviors that needed changing and what changed them.

Book:

The Three Billy Goats Gruff by Paul Galdone

Domain:

Motor (Fine and Gross): safety awareness,
communication

Objective:

To explore how literacy can enhance and teach fine
and gross motor skills

Grades Recommended:

Kindergarten through second

Preparation:

Materials: Open area or gym and balance beam and
mats, cereal, glue, scissors, and poster board.

Procedure:

1. Read the story.
2. Discuss the body parts that a billy goat has.
Refer to the story. Trace Billy goat faces on
poster board, paint and let dry. Glue cereal (Kix,
Wheat Chex) on horns.
3. Take students to open area and practice trip
trap movements.
4. Then transition to walking on a bridge (balance
beam) with mats in between for safety and change of
pace. Practice walking on the bridge high then low,
try walking with a friend.

Extension Idea or Similar Books:

Explore other gym equipment to practice skills and use as bridges (mats, hoops, gymnastic equipment, ropes, scarves, wands with ribbons).

APPENDIX D
Related Literature

INDIVIDUAL READING CHECKLIST

Current, Best Strategies for Helping Your Emergent,
Early and Fluent Readers (Grades K-2)

by Cheryl Sweeney

Emergent Level

Book Concepts:

Where is the front of the book?

Where is the back of the book?

Where is the title of the book?

Where is the title page of the book?

Directionality:

Where do we start the story?

Where does it tell the story?

Show me the way we go when we read.

Show me where we go when we are at the end of the line.

Word Concepts:

Can you frame one of the words on this page?

Can you find 2 words that are the same?

Where is the first word of this page?

Where is the last word of this page?

Can you frame a letter in this word?

Can you say the letters in this word?

Can you show me a capital letter?

Can you show me a lowercase letter?

Punctuation:

Period

Comma

Question Mark

Exclamation Mark

Quotation Marks

Reading Concepts (points to)

Text (print tells the story)

One to one correspondence

Print is constant

Page Turning

Book Concepts (identifies)

Knows Cover

Locates Title

Locates Title Page

Words & Letter Knowledge

A letter

A word

The 1st word on the page

The last word on the page

Knows a few letters by name or sound

A capital letter

A lowercase letter

Frames key words

Punctuation (identifies)

Period

Question Mark

Comma

Quotation Marks

Exclamation Point

Strategies Being Used

Memory Reading

Uses Language Patterns

Uses Beginning letter sounds

Uses pictures to tell story in own words

Uses pictures to help with text

Uses many letter sounds

Uses Prior Knowledge of subject

Early Fluency Level

Graphophonics (can identify)

Initial & final consonants & their sounds

Letter combinations & their sounds

Short vowel sounds

Long vowel sounds

Word families & their sounds

Rhyming Words

Blends

Semantics (meaning) identifies:

Compound Words

Antonyms

Homophones

Synonyms

Contractions

Vocabulary

Main Idea

Idioms

Words in a Foreign Language

Syntax (grammar) identifies:

Common Nouns

Proper Nouns

Verbs

Adjectives & Adverbs

Prepositions

Plurals

Prefixes & Suffixes

Simple Sentences

Paragraphs

Punctuation:

Period

Question Mark

Exclamation Point

Quotation Marks

Comma

Apostrophe

Ellipses (....)

Dash (-)

Unusual typeface (italic, bold...)

Strategies

Semantic Cues:

Story Sense

Logic

Prior Knowledge

Picture and Graphic Resources

Syntactic Cues

Language Patterns

Structure Knowledge

Word Findings

Graphophonics Cues

Beginning Sounds

Ending Sounds

Middle Sounds

Letter combinations

Short & Long Vowel Sounds

Rhyming Words

Cross Checks

Prothymore
and others

Repertoire charts from The Syracuse Community-Referenced Curriculum Guide for Students with Moderate and Severe Disabilities by Alison Ford, Roberta Schnorr, Lunanna Meyer, Linda Davern, Jim Black, and Patrick Dempsey (Brookes Publishing Co.: 1989)

Kindergarten (age 5)

Domain: Self-Management/Home Living

Goal Area: Eating and food preparation

Present activities:

Eats meals and snacks

Prepare simple snack for self;pours own drink

Serve snack to peers

Cleans own place after snack/meal

Goal Area: Grooming and dressing

Present activities:

Brush/comb hair with reminders

Get dressed/undressed (school: shoes, outer clothes)

Goal Area: Hygiene and toileting

Present activities:

Use private and public toilets

Wash hands and face with reminders

Blow nose and dispose of tissue with reminders

Goal Area: Safety and health

Present activities:

Follow safety rules on playground equipment and
near traffic

Exit building for emergency/alarm

Show care with sharp or breakable objects

Inform adults when sick/injured

Take medicine with assistance

Avoid/report sexual abuse

Report emergency to adult

Goal Area: Assisting and taking care of others (examples)

Goal Area: Budgeting and planning/scheduling

Present activities:

Gather belongings for outings/activities

Carry lunch/milk money

Domain: Vocational

Goal area and experiences: Kindergarten and elementary school
classroom/school jobs

Domain: Recreation/Leisure

Goal area: School and extra-curricular (examples)

Goal area: Activities to do alone: at home and in the
neighborhood

Goal area: Activities with family and friends: at home
and in the neighborhood (examples)

Goal area: Physical fitness (examples)

Goal area: Activities to do alone: in the community
(examples)

Goal area: Activities with family and friends: in the
community (examples)

Domain: General Community Functioning

Goal area: Travel

Present activities:

Walk or ride bus to and from school

Walk to and from school bus and to points in school
(classroom, office)

Cross street-stop at curb

Goal area: Community Safety

Goal area: Grocery shopping

Goal area: General shopping

Goal area: Eating out

Present activities:

Follow school cafeteria routine

Carry milk/lunch money

Goal area: Using services

Present activities:

Mail letters at corner mailboxes

Domain: Self-Management/Home Living

Goal Area: Eating and food preparation

Present activities:

Eat balanced meals

Choose nutritious foods: snack

Prepare simple snacks for self; pour own drink

Serve snack to peers

Clean up table after snack

Goal area: Grooming and dressing

Present activities:

Brush/comb hair with reminders

Get dressed/undressed (school: shoes, swimming,
outer clothes)

Maintain neat appearance throughout school day with
reminders

Goal area: Hygiene and toileting

Present activities:

Use private and public toilets

Wash hands and face: routine times (e.g., after toilet,
before eating)

Blow nose and dispose of tissue as needed

Goal area: Safety and health

Present activities:

Follow safety rules (playground, traffic, poison, etc.)

Exit building for emergency/alarm

Show care with sharp or breakable objects

Inform adult when sick/injured

Take medicine with assistance

Avoid/report sexual abuse

Report emergency to adult

Use caution with strangers

Make emergency phone calls

Goal area: Assisting and taking care of others
(examples)

Goal area: Budgeting and planning/scheduling

Present activities:

Gather belongings for outings/activities

Carry lunch/milk money

Follow daily/weekly schedule

Primary grades (ages 6-8)

Domain: Vocational

Goal Areas and Experiences:

Kindergarten and elementary school classroom/school jobs

Performance level:

Assistance on most steps

Assistance on some steps

Independent

Has related social skills?

Critical features:

Broadens repertoire

Challenging

Student preference

Provides interaction with nonhandicapped co-workers

Domain: Recreation-Leisure

Goal Area:

School and extra-curricular (examples)

Activities to do alone: at home and in the neighborhood
(examples)

Activities with family and friends: at home and in the

neighborhood (examples)

Physical fitness (examples)

Activities to do alone: in the community (examples)

Activities with family and friends: in the community
(examples)

Performance level:

Assistance on most steps

Assistance on some steps

Independent

Has related social skills?

Critical features:

Obviously enjoys

Age appropriate

Interacts with nonhandicapped peers

Domain: General Community Functioning

Goal area: Travel

Present activities:

Walk or ride bus to and from school

Walk to and from school bus and to points in school
(classroom, cafeteria, office, music room)

Community safety

Grocery shopping

General shopping

Present activities: Buy item at school store, Carry
milk/lunch money

Eating out

Present activities: Follow school cafeteria routine

Using services

Present activities: Mail letter at corner mailbox, Use pay
phone with help

Performance level:

Assistance on most steps

Assistance on some steps

Independent

Has related social skills?

Critical features:

Initiates as needed

Makes choices

Uses safety measures

Chart of Normal Development

Special Education For The Early Childhood Years by Janet Lerner, Carol Mardell-Czudnowski, and Dortehea Goldenberg
(Prentice Hall: 1987)

Motor Skills

Gross Motor Skills

0-12 months

Sits without support.

Crawls.

Pulls self to standing position and stands unaided.

Walks with aid.

Rolls a ball in imitation of adult.

12-24 months

Walks alone.

Walks backwards.

Picks up toys from floor without falling.

Pulls toy, pushes toy.

Seats self in child's chair.

Walks up and down stairs (hand held).

Moves to music

24-36 months

Runs forward well.

Jumps in place, two feet together.

Stands on one foot with aid.

Walks on tiptoe.

Kicks ball forward.

36-48 months

Runs around obstacles.

Walks on a line.

Balances on one foot for 5 to 10 seconds.

Hops on one foot.

Pushes, pulls, steers wheeled toys.

Rides (this is, steers and pedals) tricycle.

Uses slide with assistance.

Jumps over 15 cm (6") high object, landing on both feet together.

Throws ball overhead.

Catches ball bounced to him or her.

48-60 months

Walks backward toe-heel.

Jumps forward 10 times without falling.

Walks up and down stairs alone, alternating feet.

Turns somersault.

60-72 months

Runs lightly on toes.

Walks on balance beam.

Can cover 2 meters (6'6") hopping.

Skips on alternate feet.

Jumps rope.

Skates.

Fine Motor Skills

0-12 months

Reaches, grasps, puts objects in mouth.

Picks things up with thumb and one finger
(pincer grasp).

Transfers object from one hand to other hand.

Drops and picks up toys.

12-24 months

Builds tower of 3 small blocks.

Puts 4 rings on stick.

Places 5 pegs in pegboard.

Turns pages 2 or 3 at a time.

Scribbles.

Turns knobs.

Throws small ball.

Paints with whole arm movement, shifts hands,
makes strokes.

24-36 months

Strings 4 large beads.

Turns pages singly.

Snips with scissors.

Holds crayon with thumb and fingers, not fist.

Uses one hand consistently in most activities.

Imitates circular, vertical, horizontal strokes.

Paints with some wrist action; makes dots, lines,
circular strokes.

Rolls, pounds, squeezes, and pulls clay.

36-48 months

Builds tower of 9 small blocks.

Drives nails and pegs.

Imitates cross.

Manipulates clay materials (for example, rolls balls, snakes, cookies).

48-60 months

Cuts on line continuously.

Copies cross.

Copies square.

Prints a few capital letters.

60-72 months

Cuts out simple shapes.

Copies triangle.

Traces diamond.

Copies first name.

Prints numerals 1 to 5.

Colors within lines.

Has adult grasp of pencil.

Has handedness well established (that is, child is left- or right-handed).

Pastes and glues appropriately.

Communication Skills

Understanding of Language

0-12 months

Responds to speech by looking at speaker.

Responds differently to aspects of speaker's voice (for example, friendly or unfriendly, male or female).

Turns in source of sound.

Responds with gesture to hi, bye-bye, and up, when words are accompanied by appropriate gesture.

Stops ongoing action when told no (when negative is accompanied by appropriate gesture and tone).

12-24 months

Responds correctly when asked where when questions accompanied by gesture.

Understands prepositions on, in, and under.

Follows request to bring familiar object from another room.

Understands simple phrases with key words (for example, Open the door. Get the ball).

Follows a series of 2 simple but related directions.

24-36 months

Points to pictures of common objects when they are named.

Can identify objects when told their use.

Understands question forms what and where.

Understands negatives no, not, can't, and don't.

Enjoys listening to simple storybooks and requests them again.

36-48 months

Begins to understand sentences involving time concepts (for example, We are going to the zoo tomorrow).

Understands size comparatives, such as big and bigger.

Understands relationships expressed by if...then or because sentences.

Carries out a series of 2 to 4 related directions.

Understands when told, Let's pretend.

48-60 months

Follows three unrelated commands in proper order.

Understands comparatives, such as, pretty, prettier, and prettiest.

Listens to long stories but often misinterprets the facts.

Incorporates verbal directions into play activities.

Understands sequencing of events when told them (for example, First we have to go to the store, then we can make the cake, and tomorrow we will eat it).

60-72 months

Demonstrates pre-academic skills.

Spoken Language

0-12 months

Makes crying and non-crying sounds.

Repeats some vowel and consonant sounds (babble) when alone or when spoken to.

Interacts with others by vocalizing after adult.

Communicates meaning through intonation.

Attempts to imitate sounds.

12-24 months

Says first meaningful word.

Uses single words plus a gesture to ask for objects.

Says successive single words to describe an event.

Refers to self by name.

Uses my or mine to indicate possession.

Has vocabulary of about 50 words for important people, common objects, and the existence, nonexistence,

and recurrence of objects and events (for example, more and all gone).

24-36 months

Joins vocabulary words together in two-word phrases.

Gives first and last name.

Asks what and where questions.

Makes negative statements (for example, Can't open it).

Shows frustration at not being understood.

36-48 months

Talks in sentences of three or more words that take the form agent-action-object (I see the ball) or agent action-location (Daddy, sit on chair).

Tells about past experiences.

Uses s on nouns to indicate plurals.

Uses ed on verbs to include past tense.

Refers to self using pronouns I or me.

Repeats at least one nursery rhyme and can sing a song.

Speech is understandable to strangers, but there are still some sound errors.

48-60 months

Asks when, how, and why questions.

Uses modals, such as, can, will, shall, should, and might.

Joins sentences together (for example, I like chocolate chip cookies and milk).

Talks about causality by using because and so.

Tells the content of a story but may confuse facts.

60-72 months

There are few obvious differences between child's grammar and adult's grammar.

Still needs to learn such things as subject-verb agreement and some irregular past tense verbs.

Can take appropriate turns in a conversation.

Gives and receives information.

Communicates well with family, friends, or strangers.

Cognitive Skills

0-12 months

Follows moving object with eyes.

Recognizes differences among people; responds to strangers by crying or staring.

Responds to and imitates facial expressions of others.

Responds to very simple directions (for example, raises arms when someone says, come, and turns head when asked, Where is daddy?).

Imitates gestures and actions (for example, shakes head no, plays peek-a-boo, waves bye-bye).

Puts small objects in and out of container with intention.

12-24 months

Imitates actions and words of adults.

Understands and follows simple, familiar directions (for example, Give me the cup. Show me your doll. Get your shoes).

Responds to words or commands with appropriate action (for example, Stop that. Get down).

Is able to match two similar objects.

Looks at storybook pictures with an adult, naming or pointing to familiar objects on request (for example, What is that? Where is the baby?).

Recognizes differences between you and me.

Has very limited attention span.

Accomplishes primary learning through own exploration.

24-36 months

Responds to simple directions (for example, Give me the ball and the block. Get your shoes and socks).

Selects and looks at picture books, names pictured objects, and identifies several objects within one picture.

Matches and uses associated objects meaningfully (for example, given cup, saucer, and bead, puts cup and saucer together).

Stacks rings on peg in order of size.

Recognizes self in mirror, saying, baby, or own name.

Can talk briefly about what he or she is doing.

Imitates adult actions (for example, house keeping play).

Has limited attention span; learning is through exploration and adult direction (as in reading of picture stories).

Is beginning to understand functional concepts of familiar objects (for example, that a spoon is used for eating) and part/whole concepts (for example, parts of the body).

36-48 months

Recognizes and matches six colors.

Intentionally stacks blocks or rings in order of size.

Draws somewhat recognizable picture that is meaningful to child if not to adult; names and briefly explains picture.

Asks questions for information: why and how questions requiring simple answers.

Knows own age.

Knows own last name.

Has short attention span. Learns through observing and imitating adults and by adult instruction and explanation. Is very easily distracted.

Has increased understanding of concepts of the functions and grouping of objects (for example, can put doll house furniture in correct rooms) part/whole (for example, can identify pictures of hand and foot as parts of body).

Begins to be aware of past and present (for example, Yesterday we went to the park. Today we go to the library).

48-60 months

Plays with words: creates own rhyming words, says or makes up words having similar sounds.

Points to and names 4 to 6 colors.

Matches pictures of familiar objects (for example, shoe, sock, foot; apple, orange, banana).

Draws a person with 2 to 6 recognizable parts, such as,

head, arms, legs; can name or match drawn parts to own body.

Draws, names, and describes recognizable picture.

Rote counts to 5, imitating adults.

Knows own street and town.

Has more extended attention span; learns through observing and listening to adults, as well as through exploration; is easily distracted.

Has increased understanding of concepts of function, time, part/whole relationships. Function or use of objects may be stated in addition to names of objects.

Time concepts are expanding. Can talk about yesterday or last week (a long time ago), about today, and about what will happen tomorrow.

60-72 months

Retells story from picture book with reasonable accuracy.

Names some letters and numerals.

Rote counts to 10.

Sorts objects by single characteristics (for example, by color, shape, or size-if the difference is obvious).

Is beginning to use accurately time concepts of tomorrow and yesterday.

Uses classroom tools (such as scissor and paints) meaningfully and purposefully.

Begins to relate clock time to daily schedule.

Attention span increases noticeably; learns through adult instruction; when interested, can ignore distractions.

Concepts of function increases as well as understanding of why things happen; time concepts are expanding into an understanding of the future in terms of major events (for example, Christmas will come after two weekends).

Self-Help Skills

0-12 months

Feeds self cracker.

Holds cup with two hands; drinks with assistance.

Holds out arms and legs while being dressed.

12-24 months

Uses spoon, spilling little.

Drinks from cup with one hand, unassisted.

Chews food.

Removes shoes, socks, pants, sweater.

Unzips large zipper.

Indicates toilet needs.

24-36 months

Uses spoon, little spilling.

Gets drink from fountain or faucet unassisted.

Opens door by turning handle.

Takes off coat.

Puts on coat with assistance.

Washes and dries hand with assistance.

36-48 months

Pours well from small pitcher.

Spreads soft butter with knife.

Buttons and unbuttons large buttons.

Washes hands unassisted.

Blows nose when reminded.

Uses toilet independently.

48-60 months

Cuts easy foods with knife (for example, hamburger patty, tomato slice).

Laces shoes.

60-72 months

Dresses self completely.

Ties bow.

Brushes teeth unassisted.

Crosses street safely.

Social Skills

0-12 months

Smiles spontaneously.

Responds differently to strangers than to familiar people.

Pays attention to own name.

Responds to no.

Copies simple actions of others.

12-24 months

Recognizes self in mirror or picture.

Refers to self by name.

Plays by self; initiates own play.

Imitates adult behaviors in play.

Helps put things away.

24-36 months

Plays near other children.

Watches other children; joins briefly in their play.

Defends own possessions.

Begins to play house.

Symbolically uses objects, self in play.

Participates in simple group activities (for example,
sings, claps, dances).

Knows own gender.

36-48 months

Joins in play with other children; begins to interact.

Shares toys; takes turns with assistance.

Begins dramatic play, acting out whole scenes (for
example, traveling, playing house, pretending to
be animals).

48-60 months

Plays and interacts with other children.

Dramatic play is closer to reality, with attention paid
to detail, time, and space.

Play dress-up.

Shows interest in exploring sex differences.

60-72 months

Chooses own friend(s).

Plays simple table games.

Plays competitive games.

Engages in cooperative play with other children
involving group decisions, role assignments,
fair play.

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